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ABSTRACT

The objective of the Experimental In-Home Training Program, a component program of the Pennsylvania Research in Infant Development and Education Project, was to determine the viability of an alternative method of training qualified child care workers for the expanding job market in day care and preschool services and to determine its utility for preparing low income individuals, in particular, for such vocational training. Program participants were selected on the basis of interviews with low income mothers and babysitters in the West Chester, Pennsylvania area who were potential and interested child-care workers, of low income families, and with no specific vocational training. Traditional group training was replaced by presentation of the training lessons individually by a tutor in the participant's home. Test scores of the experimental training program participants on an objective instrument designed to measure knowledge of concepts and terminology relevant to early child development and behavior compared favorably with a similarly aimed program based on group sessions. Conclusions of an interview survey of experimental participants indicated that the program provided personal and vocational benefits that assisted participants for future child care employment and in working with their own children. (Author/EA)

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FINAL REPORT

A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS

(Project No. 19-2022)

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ABSTRACT

of

The Experimental In-Home Vocational

Training Program

The Experimental In-Home Vocational Training Program is a component program of the Pennsylvania Research in Infant Development and Education (PRIDE) Project. The aim of this Vocational Training Program has been both to investigate the viability of an alternative method for training individuals to meet rising demands of the employment market for qualified child care workers in day-care and preschool services and, at the same time, to investigate its utility as a highly accessible vehicle for perparing low income individuals in particular for such vocational opportunities in this field.

Program participants were selected on the basis of interviews with low income mothers and babysitters in the West Chester, Pennsylvania, area. Those women selected were potential and interested child-care workers, from low income familites, and having no specific vocational training. The program was designed with the specific problems of lower socio-economic groups in mind. Therefore, the traditional group training model was replaced by presentation of the training lessons individually by a tutor in the participant's home. This was done in order to provide individual attention and to prevent program instability due to problems in scheduling, transportation, and conflicting responsibilities.

Test scores of the In-Home Vocational Training Program participants on an objective instrument designed to measure knowledge of concepts and terminology relevant to early child development and behavior compared favorably

with those of participants in the local Pennsylvania Community Coordinated Child Care (4-C) Interagency Manpower Training Program, a similarly aimed program based on group sessions. Moreover, the conclusions of an independant survey, which studied attitudes and expectations of program participants through personal interviews, were as follows: the program had a positive effect on participants' knowledge, attitudes, and problem solving ability in child development; the program provided both personal and vocational benefits; the participants were better prepared for future child-care employment and working with their own children.

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INTRODUCTION TO THE PROGRAM

The Experimental In-Home Vocational Training Program was an effort to develop, and to test the practical viability of, a program directed toward meeting two primary community needs: the need to provide some form of vocational training in preparing unskilled low-income segments of the population for jobs in promising vocational areas; and the need to provide qualified child care workers for the rapidly expanding job market in the child care services field. It was felt that a program designed to train women from low-income disadvantaged families to fill potential jobs in child care centers would be a significant step toward satisfying both needs. It was with this purpose in mind that the Experimental Vocational Training Program was created. Its design and implementation were dictated by the expected needs and problems of the group of individuals from which its participants were to be drawn.

The goals of the newly conceived Experimental Vocational Training Program centered around the needs of the community and the improvement of the employment potential of the program participants. The participants who were chosen for the program were all persons who had shown an interest in the type of work toward which the training was directed; who were presently not employed; and who expected that they would enter the job market sometime in the near future. The approach was to provide a new type of vocational program which would recognize and accommodate conditions that would not normally permit many individuals with such training needs to participate in more traditionally designed programs because of more immediate and more fundamental commitments or because of transportation difficulties. Unlike the more formalized and centrally located programs typically offered in the area of vocational training, the present experimental effort was designed to provide an individualized program which could be

conducted primarily in the homes of the participants, and which would prepare them for positions with such child care services as Home Start, Head Start, Follow Through, Day Care Centers, Nursery Schools, and other organizations of a similar nature.

It is hoped that this experimental program will provide a model for what may represent a viable alternative approach to the more traditional concept of vocational education. It is also hoped that the results of this new program will encourage further experimentation along the same lines and will seek a more forward-looking orientation to vocational education as it relates to the more disadvantaged segments of our society.

PROGRAM DESIGN

The Experimental Vocational Training Program was designed around the problems faced by lower-socioeconomic groups, so as to meet their specific needs for such a training program. For this reason the traditional group training approach was discarded in favor of what is anticipated to be a more progressive and feasible idea. The structure of the program was to present the training lessons in the individual home of the participant, with a tutor presenting ideas and terms as well as activities which were able to be applied to children in the family or neighborhood. It was judged that the in-home presentation would prevent program instability due to problems in scheduling, transportation and conflicting responsibilities held by the participants. The lessons presented to the participants were to be on a weekly basis, with a one hour presentation by the tutor and a daily activity implementation period of fifteen minutes, where the week's activities would be performed and practiced with a preschool child. A new lesson with accompanying, reinforcing activities was to be presented each week, building on the concepts of the previous lesson, or introducing a totally new area of investigation. In this manner of presenting theory coupled with accompanying activities, both the program participant and the preschool child she worked with were able to benefit from the program.

The Experimental Vocational Training Program was implemented on the foundation and design described above during 1971-72. In this first year of program operation, steps were taken to refine and evaluate the program's purposes. Approximately one-half of the projected total number of training lessons were created and presented to participants. An evaluation of participant progress was conducted through pre- and posttesting (although for the

first year, a midtest was given in lieu of a pretest). The success of this program, measured by both an attitude evaluation and an objective knowledge of concepts and terminology test (Dusewicz, 1973), was most encouraging.[1] Based on this evidence, the program was continued for a second year of operation following the same fundamental design during 1972-73. The present report serves to describe and evaluate both operational years of the program and to offer recommendations for future continuations of such a program. As such, it acts as a condensation of new information and information previously presented in the first year final report of the Experimental Vocational Training Program (Dusewicz, 1972).[2]

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[1]Dusewicz, R.A. (1973) A scale for assessing knowledge of child development. Education, 93(3), 252-253.

[2]Dusewicz, R.A. (1972) An Experimental Program to Provide In-Home Vocational Training in Preschool and Day Care Work to Unskilled Disadvantaged Mothers and Child-Caring Adults: A Final Report. West Chester, Pa.: West Chester State College.

PROGRAM IMPLEMENTATION

During the first year of the Experimental Vocational Training Program, twelve lessons were created for presentation (See Appendix A), each containing a half-hour Discussion phase and a half-hour Practicum phase. Selection of program participants was made on the basis of interviews with mothers and baby-sitters of children enrolled in the Early Learning Program of the Pennsylvania Research in Infant Development and Education (PRIDE) Project, in the West Chester area of Pennsylvania. A total of individuals from this group, who presently were not in the job market but who were potential and interested day-care center workers, were chosen to participate in the program. All participants were women from low income families and possessed no specific vocational preparation.

In creating the lessons which were to be presented in the program, an outline was compiled which reflected the areas of child-care and child development which were deemed most important for success in working with young children. This outline, presented below was considered to be the prospective training guideline for the Experimental Vocational Training Program.

Prospective Training Guideline:

A. Understanding People and the Community.

   1. Interpersonal and intergroup relationships.
   2. Understanding the community and its culture.
   3. Special problems of the socioeconomically disadvantaged minority groups, etc.
   4. Adult attitudes and feelings toward children.
   5. Adult roles in the lives of children.
   6. Importance of understanding children, their behavior and development, etc.

B. Physical Growth and Health.

1. Physical growth and development: kinds and sequence of growth; developmental norms; expectations at various ages; promoting growth; preventing and identifying potential problems.

2. Sensorimotor development: kinds and sequences of growth; developmental norms; expectations at various ages; promoting development; activities and materials; preventing and identifying potential problems.

3. Attitudes toward the physical body and its functions.

4. Healthful living: Dietary needs; planning menus; preparing meals; feeding practices; eating habits; rest and sleep, cleanliness; toilet training and habits; medical and dental care; vision and hearing tests; environmental health.

5. Childhood illnesses and h alth problems: prevention; symptoms; care and treatment; etc.

6. Safety and accident prevention.

7. First aid procedures and materials.

8. Community health agencies and clinics.

9. Health education and health services at child care centers.

C. Learning and Cognitive Growth

1. How young children learn: general principles; environmental stimulation.

2. Promoting children's learning: utilizing everyday experiences; planning and carrying out learning experiences at various ages; materials for learning.

3. Language development: speech development; sequence; promoting speech; preventing and identifying problems; talking to children; explaining; giving directions; questioning language problems; delayed speech; bilingualism; lack of fluency; promoting vocabulary development; concept formation; etc.

4. Intelligence: its nature; development; measurement; etc.

5. Stimulating and satisfying curiosity: handling children's questions; encouraging exploration; and experimentation with safe limits; teaching children to be observant; helping children ask questions and find answers.

6. Stimulating thinking, problem-solving, decision making, etc.

7. Creative activities: art; crafts; instrumental and vocal music; dramatic play; dramatization; storytelling; etc.

8. Using pictures; stories, books, poetry with children.

9. Factors in school readiness: experimental background; language skills; visual/auditory discrimination; perceptual-motor skills; emotional/social development.

L. Social and Emotional Development:

1. The self-concept: meaning and importance; development of and influences on; promoting healthy self-concepts.

2. Emotional development: characteristics of child emotions; specific emotions; development and handling; helping children to handle their feelings; promoting emotional growth; identifying and handling potential problems.

3. Social development: socialization; nature; sequence, preventing and handling problems; helping children adapt to expectations and routines; the young child and his family; adult-child and child-child relationships; sex-role identification.

4. Children's psychological needs: nature and importance of needs; ways of meeting needs; recognizing and handling problems.

5. Understanding children's behavior: observing and describing behavior; interpreting behavior; identifying causes of behavior and misbehavior; teaching appropriate behavior; preventing and handling misbehavior; distinguishing between acceptable (desirable or undesirable) behavior and handling each appropriately; characteristic behavior at various age levels.

6. Mental health: community sources of help for problems; etc.

E. Programs for Young Children.

1. Curriculum and program planning: teaching for behavioral objectives; utilizing contributions of Piaget and Montessori and others; learning experiences in various subject areas.

2. Organization and teaching. facilities and equipment; schedules and routines; budget and expenditures.

3. Staff in child care centers; staff roles and relationships; recruiting and selecting of staff; supervision of staff; training of staff members.

4. Working with the community: working with parents; parent-education programs; working with community agencies; utilizing community resources.

As can be noted the topics intended to be covered in training were broad catagories which would afford rich discussion and learning potential to participants. The twelve lessons which were created from this outline during the first year did not cover all the topics which had been intended. Part of the reason for this failure to include all topics was the delay in beginning the program which consequently reduced the possible lessons from a projected twenty-five to the existing twelve.

The lessons were written in a structure which was deemed most efficient for both tutor and participant. Each lesson contained: (1) an Outline of the week's material; (2) a Narrative; (3) a Practicum section containing suggested activities. The first of these sections provided a useful medium for interaction between the home tutor and participant during the discussion phase of the session, as this outline contained all the salient features of the lesson. The tutor was able to use this as a guide for planning and directing the week's discussion while the participant was able to refer to it as an aid in remembering what information had been conveyed. The narrative of the lesson was an elaborated prose rendition of the outline and was primarily of use to the tutor as a preparatory device for the discussion. The practicum phase, in which activities were recommended, provided a method for putting ideas expressed during the discussion phase into practice through supervised experience. Activities were designed to be conducted between the participant mother and either her child or a neighbor's child as a learning device. The actual presentation of lessons in the program's first year was met with considerable enthusiasm by participants, involved preschoolers

and staff of the Program. The second year of operation was again delayed, but was planned to continue in the same manner as the first year.

The Experimental Vocational Training Program was revised and expanded during the 1972-73 year. As a continuation of the previous work, eighteen additional lessons were created, based again on the outline presented in the prospective training guideline. Consistent with the project's plan, the women who participated in the first year of the program were asked to continue into the second year to provide continuity in the presentation of materials despite the six month break between first and second year operations. Of the twelve original subjects, ten reentered the program. The structure and presentation of the lessons and activities during the second year was similar to that of the first year. Slight changes, however, were made based on the reccomendations of the participants at the end of the first year, and these resulted consequently in more emphasis being placed on discussion and dialoque between the tutor and the participant. Also, some of the activities of the newly created lessons were more closely scrutinized for inconsistencies between the lesson content and the kinds of activities contained in the practicum. Unfortunately, due to the six-month delay between the first and second year of program operation, some of these activities were somewhat below some of the participating children's capabilities by the time their accompanying lessons were reached. This delay in the program, although unavoidable, presented a serious problem in the evaluation of participant interest levels as well as general achievement levels over the entire program. The content of the lessons for the second operational year of the program, attempted to advance the complexity of concepts in child development which were earlier communicated to the participants and relate these ideas more concretely to group child care situations. One large area which presented itself as a relevant

topic, theoretically and behaviorally, was that of behavior modification. Involved mothers would apply various modification techniques with their own children, and bring various questions and problems to the tutorial sessions. The interest, evidenced in discussions such as those on discipline, reinforced the program's ability to impart new ideas to the participants for child management and new understanding with regard to child development.

PROGRAM RESULTS

Throughout both operational years of the Experimental Vocational Training Program, efforts were made to objectively measure and evaluate the progesss of the participants and the various effects of the program. During the first year an objective instrument was utilized to measure knowledge of concepts and terminology relevant to early child development and behavior (Appendix B). This test was used in measuring growth of facts relating to child development in the participants from the beginning to the end of the program. An impartial evaluation by an independent researcher on the attitudes of participants was also employed to ascertain the interest, purpose and future goals of the participants in relation to the program.

Objective measurement of first year program results was based on a comparison between the Experimental In-Home Vocational Training participants and the Pennsylvania Comminity Coordinated Child Care (4-C) Interagency Manpower Training Program participants, as evidenced by scores on the test measuring knowledge of concepts and terminology in child development. The 4-C program, conducted in the West Chester Area, was of similar purpose to that of the Experimental Vocational Training Program. However, it was held in centrally located group sessions which included college-operated courses. Persons on three levels of responsibility - Teacher/Supervisor, Paraprofessional, and Entry Level - combined to comprise the 4-C program classes. It was the hope of the evaluators that no significant differences would be found between the low-socioeconomic groups of the Experimental In-Home Vocational Training Program and the Entry Level of the 4-C program as evidenced by test scores after exposure to the respective programs. The

Experimental Vocational Training Program subjects were given the knowledge of concepts and terminology test, in an interview situation, after seven lessons of the program had been presented. 4-C program members were tested both before and after their program. A table of results is presented below.

Table 1

Experimental and 4C Group Performances

on Concepts and Terminology Test

Program	N	Pretest Mean	Posttest Mean
4C - TS	23	33.8	34.4
4C - P	16	25.3	27.4
4C - E	5	25.4	28.0
EVTP	10	-	26.8

TS: 4C Teachers/Supervisors
P: 4C Paraprofessionals
E: 4C Entry Level
EVTP: Experimental Vocational Training Program

As can be noted from the Table 1, the scores of 4-C entrants, after the program, and EVTP participants after approximately one quarter of the projected total program do not evidence a large difference in levels of knowledge as measured by the test.

During the second year of operation the continuing participants in the program were again tested using the developed instrument described above. However, the analysis of data collected during the two years of

the project was hindered due to the original small sample and the experimental mortality over those two years. Nevertheless, various statistical techniques were employed to give information which, although not of the highest reliability, would indicate the direction in which the program results were headed.

Although the usable sample size was extremely small, a one-way analysis of variance with a repeated measures design was attempted from scores on the mid-testing and post-testing of the first year and the pre-testing and post-testing of the second year. Only three subjects were found to have scores for all four administrations, and these were consequently used in the analysis. The resultant F ratio (df = 3, 6) was 33.07, supporting significance at the .01 level. This indicates that the program acted as an effective method for changing scores on the test in a positive direction, from one administration to the next. However, due to the interruption in program presentation and the small sample used in this analysis, these results must be viewed with caution. It is hoped that more conclusive evidence, using such analysis, can be gained from future program continuations.

To support the hypothesis of significance indicated by the analysis of variance performed, separate t tests of correlated groups were also used. One t test was calculated using scores on the mid-test of the first year and the post-test of the second year. The spanning of both years allowed all information included in the program to be presented to the participants and compared with the level of knowledge during the early sessions. It was found that the t ratio calculated was 7.61 with 4 degrees of freedom. This statistic again significant at the .01 level, indicates that there is a real difference in test scores between the beginning and end of the program. On a second t test of correlated samples, pre- and post-test scores were compared

for the second year, however, no significance was found on this group of data. One factor which may have affected this outcome was the lapse of time between first-year and second-year sessions, allowing the purpose of the program and continuity of lesson content to be diminished. Again, it is projected that when the program is presented as a continuous unit, information gathered on participant progress will be more interpretable and much more strongly based. The statistics and information gathered through these first two years are a good indication that results from the program are real and that positive returns can be expected in future programs of this nature.

Affective evaluation of the Experimental In-Home Vocational Training Program was performed by an outside evaluator who studied the attitudes and expectations of women involved in the program during the first year (Appendix C). These results reflect a positive program effect on participant knowledge, attitudes and problem solving abilities within the child development area. The survey, which was administered individually to nine participants in an in-home interview format, indicated program benefits of both a personal and vocational nature. The results supported the view that the participants were better prepared for future child-care employment.

CONCLUSIONS AND RECOMMENDATIONS

From all the information gathered and evaluated which involves the performance of the Experimental In-Home Vocational Training Program participants, it is anticipated that this type of program could serve as a valuable service to both low socioeconomic individuals, and to the community in general. If, as it is hoped, the Experimental Vocational Training Program is granted continuance for a third year and will again be made available to the community, a greatly increased demand is projected due to the discontinuation of the 4-C program in the West Chester area. This projected increase in participants, as well as the opportunity to operate the program in its entirety, will provide a solid basis for the reaching of definitive conclusions as to the viability and worth of the program.

Before entering what is expected to be the final experimental year of the program, several areas of the structure and content need to be scrutinized. Of primary importance is the expansion and diversification of the activities which accompany each planned lesson. To combat any possible waning of interest by the participant or child involved, these activities should be given a wide span of difficulty levels for each week's session. Any which seem to conflict with what might be the parental code of behavior, as was pointed out by participants during the past year, should be replaced with others. A second area of concern is the establishment of an adequate evaluation program for the project which would leave few questions unanswered at the completion of the third year of operation as to the value of the program.

The participants in the Experimental In-Home Vocational Training Program heretofore have all been mothers of preschool aged children. For most of

these women the child care services vocation attracts an interest that is almost instructual. Their prior experiences in observing and participating in the development of their own children help considerably in coping with the vocational program for which they have enrolled. Moreover, their continual interactions with their own children provide opportunities for ongoing practicum experience, putting into practice what they have learned in the Vocational Training Program.

Final evaluation of this program can only rest with the success of the participants in child care service jobs and with their success in better understanding their own child's development.

APPENDICES

APPENDIX A

PROGRAM LESSONS I - XXX:

SUMMARY OF VOCATIONAL TRAINING PROGRAM LESSONS

Summary of Vocational Training Program Lessons[1]
I - XXX

Lesson

I — The Vocational Program - A participant-oriented introduction to the goals of the VTP, the structure of the program and an acquaintance period for the participants and tutors.

II — Early Childhood - This first lesson of the series is intended to stress the importance and uniqueness of the early life of every child. Reinforcing the need for adequate, trained care for preschool children, this lays the groundwork for the relevance of succeeding lesson topics to day care employment.

III — Principles of Development - Within this lesson the structures of the developmental pattern and the variety of ways in which development is fostered are discussed.

IV — Patterns of Development - This lesson reinforces the many individual ways in which "normal" development occurs as well as indicating the complex interrelated nature of all areas of childhood growth.

V & VI — Physical Development I and II - Beginning the developmental analysis in the physical realm allows participants a chance to grasp the nature of a child's growth. Principles which are presented in this lesson will be underscored as other aspects of development are approached.

VII & VIII — Emotional Development I and II - Here the importance of a child's emotional development is studied in relation to other types of development potential. A brief discussion is given on the need for emotional development in order to support social, linguistic and cognitive growth.

IX & X — Social Development I and II - These lessons serve as a summary view of the child as a developing social entity, noting the significance of physical and emotional development in the child's view of his place among his family and peers.

XI & XII — Language Development I and II - These lessons sketch the projected development of vocabulary in the infant to two-year child, indicating those factors which may retard or accelerate linguistic growth.

XIII — Responsibilities of the Assistant Teacher - The emphasis of the lesson series here changes to the nature of child-care employee responsibilities and the purpose of trained child care.

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[1]The complete Experimental In-Home Vocational Training Program Lessons are contained in a separate document, entitled: A Training Manual for The Child Care Services. A copy of this manual may be obtained from Project Director.

Lesson	
XIV	Relating to the Individual Child in A Group Setting - As established in lessons I - XII, the individuality of each child is an important developmental consideration. In this lesson basic guidelines on preserving this important factor in a day-care setting are presented.
XV	Teaching Cooperative Play - Building on the previous two lessons, this discussion centers on practicalities of initiating social behavior in preschool groups.
XVI	Intelligence - The theory of intelligence measurement, how the child's intelligence is defined and the flexible nature of the "IQ" are all presented for consideration to the participants in anticipation of testing experiences in preschool employment.
XVII & XVIII	Cognitive Development I and II - Here the background needed for cognitive development and growth are presented as well as how sensory development and learning opportunities affect the cognitive level of the child. These ideas are related to elementary Piagetian theory and the self-concept of the individual.
XIX & XX	Values and Attitudes I and II - This lesson centers around how values and attitudes are learned and incorporated in the young child and what steps can be taken to modify behavioral outcomes of these values.
XXI	Childhood Illnesses and Accidents - Here a practical outline of the common diseases and mishaps, their effects and preventive measures are presented.
XXII	Nutrition - Again this is a practical lesson oriented to communicating the basic points of nutrition and food management and the relation of these ideas to a preschool environment.
XXIII	Play - The value of play to the development of the child, the types of play that are common at each age level and the child's growth into the adult world through play are all presented for discussion in this lesson.
XXIV	Toys - In relation to growth stages and types of play, toys are presented as a means of increasing development and benefiting the child. The safety and appropriations of various toys are discussed as well.
XXV	Children's Books and Poetry - This lesson brings to the awareness of the participants the wealth of information and enjoyment in children's literature.

Lesson	
XXVI	Children's Art - Again the purpose of this lesson is to emphasize the individuality of each child's artistic nature, while presenting methods of involving children in artistic expression.
XXVII	The Child and His Culture - A summation of developmental factors, in the perspective of the environment which affects the child.
XXVIII	Staff Roles and Relationships - Preparing the participants for the responsibilities and tasks involved in day-care staff roles, as well as discussing the roles and authority structure of the average preschool center.
XXIX & XXX	Program Planning I and II - Basic ideals of program activities are presented to the participants. As well, elements of program content are discussed.

APPENDIX B

PROGRAM OBJECTIVE MEASUREMENT:

THE KNOWLEDGE OF INFANT DEVELOPMENT SCALE

KNOWLEDGE OF INFANT DEVELOPMENT SCALE

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SCALE CONTENTS*

I. TERMINOLOGY IN INFANT DEVELOPMENT AND EDUCATION

II. CONCEPTS IN INFANT DEVELOPMENT AND EDUCATION

III. ATTITUDES IN INFANT DEVELOPMENT AND EDUCATION

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NAME: _____

DATE: _____

I. TERMINOLOGY IN INFANT DEVELOPMENT AND EDUCATION

Please indicate for each of the following whether: (A) you agree; (B) you disagree; or (C) you are not sure whether you agree or disagree.

1. A person's self-concept is the way he thinks and feels about himself.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

2. Readiness means having a strong desire to do something.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

3. A child's brothers and sisters are called his siblings.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

4. Other children who are about the same age as the child are called his peers.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

5. Hitting and fighting and pushing others around are examples of agressive behavior.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

6. Discipline means punishing a child when he does something wrong.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

7. Frustration means not being able to do something or get something that you want or need.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

8. Motivation means knowing what you should do and doing it.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

9. A stimulus is something which occurs as a result of a response.
   (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

10. A child's cognitive abilities determine how happy or sad or relaxed or afraid he will be.
    (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

11. A para-professional should be assigned a teacher as an assistant in caring for children.
    (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

12. Achievement refers to how well a child will be able to learn under the best conditions for learning.
    (A) Agree ____ (B) Disagree ____ (C) Not Sure ____

13. A child's attention span is the time it takes him to solve a problem.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

14. A stimulus is something that helps keep the child awake and alert.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

15. Discrimination refers to the child's ability to recognize similarities between two different objects or things.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

16. Sensory stimulation means providing things for a child to see and hear and feel and smell and taste.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

17. An example of eye-hand coordination is seeing that a square looks different from a circle or triangle.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

18. An example of visual discrimination is being able to put beads on a string.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

19. An example of auditory discrimination is hearing that Billy and Betty start with the same sound, and that cat and rat start with different sounds.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

20. To be consistent in handling a child means to react about the same way each time he does something wrong instead of scolding him for it sometimes and laughing at him for doing it other times.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

21. Being in good health means just not being sick.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

22. A contagious disease is one that you get from another person who has that disease.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

23. Frowning, smiling, and shrugging your shoulders are examples of non-verbal communication.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

24. Motor skills are the skills that involve using muscles.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

II. CONCEPTS IN INFANT DEVELOPMENT AND EDUCATION

Please indicate for each of the following whether: (A) you agree; (B) you disagree; or (C) you are not sure whether you agree or disagree.

25. A child's self-concept determines, to a large extent, how he behaves and how able he is to learn.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

26. A child who has average or above-average intelligence will never have emotional problems that prevent him from learning and from being successful in school.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

27. A child does not need to explore and experiment in order to learn.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

28. A child needs opportunities to play and do things with other children of his age.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

29. Children's play seems to be only a way of having fun, with children not learning too many things through their play.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

30. It can be damaging to label a child as naughty or lazy or stupid.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

31. The prenatal environment cannot have any effects, either beneficial or harmful, on the unborn child.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

32. Preschool children have a highly developed capacity for abstract thinking.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

33. It is always possible to tell how a child feels by the expression on his face.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

34. It is not normal for children two years old and under to be close together but to play separately.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

35. Parents should not be involved in a child's pre-school or school experience. Such experience is strictly an educational matter that does not concern the parents.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

36. A young child typically has a poor sense of time; he has little idea of how long five minutes or an hour is or the difference between tomorrow and next month.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

37. A child needs to be successful so that he develops confidence in his ability to do things.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

38. A child may misbehave in order to get attention that he cannot get any other way.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

39. Adults should never deliberately embarrass or ridicule a child.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

40. A child needs to have adults show that they like him and enjoy him.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

41. In general, it is better to tell a child what he should not do than what he should do.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

42. Young children should have toys and materials that they can do many different things with rather than those that they just watch.
(A) Agree ____ (B) Disagree ____ (C) Not Sure ____

III. ATTITUDES IN INFANT DEVELOPMENT AND EDUCATION

Please indicate for each of the following whether you think the statement is true: (A) Never; (B) A few times; (C) Half of the time; (D) Most times; or (E) Always

43. I like to teach a child how to do something.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

44. I wish children would act more like adults.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

45. I believe a good spanking is the best way to get results when children misbehave.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

46. I like to listen to children.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

47. I get annoyed when a child moves or reacts slowly.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

48. I can be nice to a child even if I don't especially like him.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

49. I get upset when children are noisy.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

50. I get annoyed if a child does not answer when I speak to him.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

51. I let a child do as many things for himself as he can.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

52. I think a child should do whatever he wants to do.
(A) Never ____ (B) A few times ____ (C) Half of the time ____
(D) Most times ____ (E) Always ____

APPENDIX C

PROGRAM ATTITUDINAL EVALUATION:

AN EVALUATIVE SURVEY OF PROGRAM PARTICIPANTS

AN EVALUATIVE SURVEY

OF THE

WEST CHESTER STATE COLLEGE

EXPERIMENTAL IN-HOME VOCATIONAL TRAINING PROGRAM

performed by
an independent evaluator

and submitted in
June, 1972

West Chester State College

Vocational Training Program

SUMMARY

The survey reported upon herein was constructed to evaluate the West Chester State College Vocational Training Program. It consisted of two sections: (1) Evaluative-Attitudinal Items and (2) Theoretical-Problem Solving Items. The instrument was administered individually to each of the nine participating female parents in their homes within a period of one week. The author prepared the survey, administered it and conducted this analysis.

Due to the small sample size statistical procedures were limited. It was attempted to elicit detailed information using a case study approach. The analysis was thus primarily descriptive and interpretive.

Analysis of the Evaluative-Attitudinal Items clearly indicated the following:

1. Participants were vocationally oriented and could not have received training unless it had been offered in the home.

2. Participants perceived an increase self confidence in working with children and thought the program would be of vocational benefit.

3. Participants particularly valued the individual attention afforded by an in-home program, and in addition to learning about children, perceived an increase in ability and motivation to interact with them.

4. The general attitude toward the program was very positive, and participants indicated a need to expand it based on their knowledge of friends and neighbors who expressed a desire to participate.

Analysis of the Theoretical-Problem Solving Items clearly indicated the following:

1. Participants were especially cognisant of early childhood potential, the value of reinforcement, individual differences and self concept. It was apparent that much of this awareness was due to participation in the program.
2. Participants were least competent in the area of discipline and punishment. It was suggested that this be an area of program concentration.
3. Participants generally did well on this section, but certain individuals evidenced a need for special attention.

The participants' attitudes toward the program were very consistent and positive. The program's perceived beneficial effects were vocational with the additional benefit of helping parents with their own children and, in fact, their own self conceptual development. Their operational understanding of issues central to child development was also positively affected by the program. This analysis further identified individuals and program areas in need of development.

VOCATIONAL TRAINING PROGRAM SURVEY

A. Evaluative-Attitudinal Items

Anal. Ref.	Admin. Seq.	
17.1	1.	How long have you been involved in the program (how many sessions)?
1.1	2.	Why did you get involved in the program?
2.1	3.1	Are you planning to ever get a job working with children in day care, preschool or head start? When?
18.1	4.	Do you enjoy participating in the program?
3.1	5.	What do you consider to be the important goals or objectives of the program?
8.1	6.	In your opinion are these goals or objectives being accomplished?
9.1	7.	Are you learning anything about children that common sense hadn't already told you?
5.1	8.	Do you feel better about working with groups of children since beginning the program?
10.1	9.	Do you talk to any friends or neighbors about the program? What do they think?
12.1	10.	What do you like most about the program?
6.1	11.	Do you think this experience would help you get a job in a day care, nursery school or head start?
11.1	12.	Do you think more people should be involved in programs like this one?
13.1	13.	What are you getting out of it?
14.1	14.	Have you used anything you have learned thus far in the program? Give examples.
15.1	15.	What do you think should be changed when they give the program next year?

B. Theoretical-Problem Solving Items

1. Some people think that children learn things pretty much automatically as they grow up; others think that children can learn anything at any time if it's taught right. What do you think?

2. A lot of children have trouble getting along with others because they really get angry when they can't have everything they want. What do you think is the best way to handle a violent temper tantrum?

3. Some programs for preschool children try to teach advanced things like reading and math. Do you think such young children can really learn these kinds of things and is it good for them?

4. Jimmy is a boy who is usually selfish with his toys and often hits and pushes the other children when he is in a group. One day he gave his favorite truck to another boy to play with. What would you do to try to make him share like that again?

5. One boy in a nursery school just isn't interested in any of the activities that the other children are doing. He seems to only like motorcycles and will pay attention to little else while the teachers are trying to work with colors, shapes and other things. What would you do to try to get him involved in the group playing and learning?

6. Jimmy always seems to be bad when he is with the other children. He hits them, takes the things they are playing with and ruins the activities that are going on. Why do you think he does these things and what is the best way to handle him?

7. Some people think that the best way of making children behave is to talk it out; others think that the best discipline is a good spanking. What do you think?

8. Sarah is always happy to play with the other children, but she plays her own games almost as though the other children weren't there. Do you think that this is normal and, if so, what kinds of different play relationships will she get into when she gets older?

9. Children always like to play, but what do you think it does for them?

10. Jimmy thinks that he is really smart and tough although he can't do a lot of things the other children his age can - like recognizing shapes and colors. How do you think he feels about himself and what do you think about him?

11. Jimmy is anxious to explore any new thing that you give him. He likes to do everything by himself and learn about it by himself. Do you think this is good and why?

12. Some people think it's important to teach children to take care of themselves. Do you think this is necessary and why?

RESULTS

The results are reported first for the evaluative-attitudinal items, then for the theoretical-problem solving items.

A. Evaluative-Attitudinal Items

These items were further arranged into content areas. Section II above indicates the numbering used in analysis as well as the administered sequence.

-RATIONALE ITEMS-

1.1 Why did you get involved in the program?

1.2 Intent: to determine initial motivation so that parent satisfaction could be evaluated based on their expectations.

1.3 RESULTS: All parents indicated that they were particularly interested in the program because it could be offered in the home; most could not have participated on any other basis. 3 found it difficult to verbalize beyond this; 3 indicated the need to train parents as teachers; 3 stressed the need to help children.

2.1 Are you planning to ever get a job working with children in day care, preschool or head start? When?

2.2 Intent: to directly ascertain vocational interest

2.3 RESULTS: All parents indicated that they were interested in pursuing early childhood care as a vocational career. Most said that they wanted to do this after their children were all in school.

3.1 What do you consider to be the important goals or objectives of the program?

3.2 Intent: to determine whether there was any difference in perceived objectives of program and parent expectations.

3.3 RESULTS: 7 of the parents expressed the concept of training parents as teachers, both for their own children and others on a professional basis. 2 indicated the need for helping children, but could not specify beyond.

4.1 DISCUSSION: The Rationale items clearly indicated that the respondents were vocationally oriented and generally could not have received training unless it had been given in the home. Since they were home-bound taking care of their children, and since they could pursue vocational interests after those children would be in school, the preschool time is an ideal one for such a program: making vocational opportunities possible without a training time lag.

-VOCATIONAL EVALUATION ITEMS-

5.1 Do you feel better about working with groups of children since beginning the program?

5.2 Intent: to determine perceived effect of program on ability to work with children.

5.3 RESULTS: All 9 parents responded positively indicating an increased confidence in working with groups of children.

6.1 Do you think this experience would help you get a job in a day care, nursery school or head start?

6.2 Intent: to ascertain perceived practical effect of program.

6.3 RESULTS: 8 parents responded positively; 1 parent wasn't certain.

7.1 DISCUSSION: Most parents indicated that the program had increased their self-confidence in working with children and that it would help vocationally. The reasons expressed were 2: they understood children better and they were learning techniques for working with them.

-GENERAL EVALUATION ITEMS-

8.1 In your opinion are these goals or objectives being accomplished?

8.2 Intent: to pick up major dissatisfactions and possibly elicit suggestions; also cross check 3.1.

8.3 RESULTS: All parents responded positively indicating that they were learning how to guide and teach children. No suggestions were elicited.

9.1 Are you learning anything about children that common sense hadn't already told you?

9.2 Intent: to suggest negative slant in balance to general positive orientation of survey and elicit specifics.

9.3 RESULTS: All parents responded positively. Most were emphatic specifying an appreciation of individual differences, early children's potential and stages of growth. One particularly insightful parent responded that she intuitively knew much of the program content, but learning the terminology of development enabled her to organize her thoughts and exercize her knowledge.

10.1 Do you talk to any friends or neighbors about the program? What do they think?

10.2 Intent: to corroborate attitude toward program on impersonal basis: if positive, they will talk to others and get feedback.

10.3 RESULTS: 8 parents responded positively indicating that others would like to be involved in this type of program. 1 parent responded negatively.

11.1 Do you think more people should be involved in programs like this one?

11.2 Intent: to elicit general attitude.

11.3 RESULTS: All parents responded positively. Suggestions to expand the program were made.

12.1 What do you like most about the program?

12.2 Intent: to elicit specific evaluative response and crosscheck 1.1 and 13.1.

12.3 RESULTS: 7 parents responded specifically indicating 4 main points: (1) the people offering the program were very capable and concerned, (2) the program was brought into the home thus enabling parents to participate and receive individual attention, (3) parents were learning much about children and (4) the program was bringing parents and children closer together. As one Spanish-speaking parent put it "They come to my home and talk to me. I learn about myself; I learn how children grow. I take more time with children because I know more how to help them to learn." 2 parents said simply that it helped them with their children.

13.1 What are you getting out of it?

13.2 Intent: to elicit specific evaluative response and cross check 1.1 and 12.1.

13.3 RESULTS: All parents responded specifically emphasizing an increased awareness of individual differences among children, the enjoyment of learning themselves, the development of patience with children, the value of getting closer to their children by working with them, and the increased interest and self confidence in working with groups of children as a vocation.

14.1 Have you used anything you have learned thus far in the program? Give examples.

14.2 Intent: to determine specific utilized content of program.

14.3 RESULTS: 1 parent could not specify any particular thing. The other 8 mentioned working with small muscle development, learning tactile discrimination, using common household articles for educational purposes, working with children at their own level (all aren't the same) and using positive reinforcement to encourage desireable behavior.

15.1 What do you think should be changed when they give the program next year?

15.2 Intent: to elicit criticism and suggestions.

15.3 RESULTS: 6 had nothing to suggest, the other 3 had the following recommendations (1 each): (1) try to arrange parent meetings to exchange experience, (2) pace the materials so parents can use each fully before getting next set, (3) pretest for knowledge so parent doesn't have to go through things she already knows.

16.1 DISCUSSION: On these items the parents responded very positively and suggested sufficient specifics to indicate that their enthusiasm was genuine and backed by reasons. The striking elements were (1) the need for in-home programs to maximize practical availability of training and allow individual work which seems beneficial and appreciated, (2) parents gave the impression of virtually having their eyes opened to both the potential and developmental patterns of children, (3) it was evident that the program had an effect on parent self concept in regard to children and even enhanced parent-child interaction.

-MISCELLANEOUS-

17.1 How long have you been involved in the program (how many sessions)?

17.2 Intent: to specify length of exposure

17.3 RESULTS: All had been involved in the program since its inception.

18.1 Do you enjoy participating in the program?

18.2 Intent: to allow an easy response and an opportunity for interviewer to reinforce subject and elicit general comments.

18.3 All responded positively.

Theoretical-Problem Solving Items

While the above items were intended to determine attitudes and orientation toward the program, these items were intended to evaluate the parents' ability to respond to issues and hypothetical situations relevant to early childhood development. Each item centered on one or more concepts, which are listed with the questions. Responses were evaluated to determine: (1) whether the parent understood what was at issue, and (2) whether the parent could propose a reasonable solution generally compatible with what is known about child development and behavior. Items were analyzed in the order to their administration.

1.1 Some people think that children learn things pretty much automatically as they grow up; others think that children can learn anything at any time if it's taught right. What do you think?

1.2 Concept: early learning and maturation

1.3 RESULTS: 4 parents indicated that children could learn anything at any time, while 5 thought that there was a combination of maturation.

2.1 A lot of children have trouble getting along with others because they really get angry when they can't have everything they want.

What do you think is the best way to handle a violent temper tantrum?

2.2 Concept: violent behavior

2.3 RESULTS: Only 2 parents proposed reasonable solutions involving ignoring the behavior or diverting the energy. One of these made the insightful observation that physical punishment doesn't change any behavior, but it does function to cool off the parent. 6 of the parents suggested that the behavior be corrected by reprimanding and spanking. Of these some would try to explain, others would "either please her or belt her"; all these approaches would reinforce the undesirable behavior and thus are not considered acceptable. 1 parent had no suggestions.

3.1 Some programs for preschool children try to teach advanced things like reading and math. Do you think such young children can really learn these kinds of things and is it good for them?

3.2 Concept: early potential

3.3 RESULTS: 6 parents agreed with both parts of the question. 2 parents disagreed with both. 1 parent didn't know.

4.1 Jimmy is a boy who is usually selfish with his toys and often hits and pushes the other children when he is in a group. One day he gave his favorite truck to another boy to play with. What would you do to try to make him share like that again?

4.2 Concept: positive reinforcement

4.3 RESULTS: 7 parents saw the solution in providing positive verbal reinforcement; one of these also suggested tangible rewards. 2 parents didn't know how to handle the situation.

5.1 One boy in a nursery school just isn't interested in any of the activities that the other children are doing. He seems to only like motorcycles and will pay attention to little else while the teachers are trying to work with colors, shapes and other things. What would you do to try to get him involved in the group playing and learning?

5.2 Concept: inattentiveness and motivation

5.3 RESULTS: 7 parents developed the correct procedure of employing the child's natural interest to teach other things by using different colors of motorcycles, the shapes involved in motorcycles, etc. 2 parents suggested that the child be forced to sit through all the lessons until he becomes interested. In this question, as in most of the others, the majority of responses are reasonable and constructive. Some, however, would yield detrimental results and suggest areas of concentration.

6.1 Jimmy always seems to be bad when he is with the other children. He hits them, takes the things they are playing with and ruins the activities that are going on. Why do you think he does these things and what is the best way to handle him?

6.2 Concept: attention, aggression and negative reinforcement.

6.3 RESULTS: Only 3 parents suggested the cause as being a need for attention and the solution as being directing his energy into activities where he can develop independence and self concept. Of these only 1 parent saw aggression as being natural. 4 others correctly saw the cause as a need for attention, but indicated that the cure was to give the child special attention; this would reinforce the undesirable behavior. 2 parents simply saw the behavior as bad and in need of punishment, thus failing on both counts.

7.1 Some people think that the best way of making children behave is to talk it out; others think that the best discipline is a good spanking. What do you think?

7.2 Concept: discipline, punishment.

7.3 RESULTS: 8 of the parents agreed that a combined approach was the best. Discussion should be the first step with physical punishment as a possible resort. They also felt that it was somewhat a function of age, the particular child in question, and the nature of the transgression. One parent preferred physical punishment as a first resort.

8.1 Sarah is always happy to play with other children, but she plays her own games almost as though the other children weren't there. Do you think that this is normal and, if so, what kinds of different play relationships will she get into when she gets older?

8.2 Concept: development of play

8.3 RESULTS: 5 parents thought such play was normal and would develop into cooperative play with other children. 2 parents incorrectly thought such behavior abnormal and in need of correction. 2 parents didn't know.

9.1 Children always like to play, but what do you think it does for them?

9.2 Concept: importance of play

9.3 RESULTS: 7 parents saw the importance of play for learning as well as health and enjoyment. 2 parents only mentioned its health and physical value.

10.1 Jimmy thinks that he is really smart and tough although he can't do a lot of things the other children his age can - like recognizing shapes and colors. How do you think he feels about himself and what do you think about him?

10.2 Concept: individual differences, self concept

10.3 RESULTS: 8 of the parents correctly diagnosed the child's behavior as a cover-up for a negative self concept that was in need of help. These parents also emphasized individual differences as being an important consideration in working with any child. 1 parent wasn't certain, but she maintained that young children didn't have "enough sense" to feel badly about themselves.

11.1 Jimmy is anxious to explore any new thing that you give him. He likes to do everything by himself and learn about it by himself. Do you think this is good and why?

11.2 Concept: curiosity, independence

11.3 RESULTS: 7 parents saw the importance of exploratory behavior for learning, as well as the need for independent behavior. 2 parents felt that children should always know that adults must help them.

12.1 Some people think it's important to teach children to take care of themselves. Do you think this is necessary and why?

12.2 Concept: personal health and safety

12.3 RESULTS: Since this question was included to allow a positive response and pleasant conclusion to the interview it was expected that all parents would respond affirmatively, and they did. It is interesting, however, to note the difference in interpretation possible. Only 3 of the parents interpreted the question to be

referring to personal hygiene and safety. The rest saw value in taking care of oneself in terms of self protection, this apparently in recognition of a threatening environment.

13.1 DISCUSSION: In general the responses to this series of items were quite good. Parents were especially cognisant of early childhood potential, the value of reinforcement, individual differences and self concept. It appeared to the interviewer that much of this awareness was due to participation in the program. This was supported by a recurrent spontaneous observation from the parents to the effect that, although they had raised other children, they never understood them "like they do now". The program seemed to focus their attention on children as well as give them information about them. This focused interest likewise stimulated their own learning and was reinforced by an increased interactive ability with children.

The major area which seemed to provide difficulty was discipline and punishment. Although there was a consensus on a combination of talking and punishment as corrective actions, hypothetical situations calling for operational action resulted in more confused and counterproductive responses than any other. This area definitely needs concentrated effort.

DISCUSSION

In order to allow a summary presentation for both the Evaluative-Attitudinal and the Theoretical-Problem Solving Items all responses were accorded to simple numerical value. For the evaluative items each response indicating either a vocational orientation or a positive attitude toward

the program was scored as a +1. Each other response (i.e. indefinite or negative was assigned a zero value. For the theoretical items each response which indicated a constructive understanding (judged relative to consensus professional opinion) was scored as a +1. Each response judged to have negative consequences was scored as a -1. Each response indicating a lack of understanding of the issue presented was accorded a zero score. All substantive items amenable to such analysis were scored and presented in the SUMMARY TABLE below.

As can be seen the responses to the evaluative items were quite consistent and positive. For individuals the mean score was 9.11 out of a possible 10.00. For items the mean score was 8.20 out a possible 9.00. It was concluded that the participants were very positively oriented toward the program.

The summary results on the theoretical items were less homogeneous. For individuals the mean score was 6.44 out of a possible 12.00. For items the mean score was 4.83 out of a possible 9.00. In both cases, taken as a group, the positive response level was 54%. However, when the groups were subdivided, removing individuals 01, 02 and 04, the mean positive response level for individuals rose to 8.67 out of 12.00, while the removed subgroup evidenced a mean of only 2.00. This indicates that certain individuals should be given special attention to remediate deficiencies as defined by the present instrument.

Likewise when items 2.1 and 6.1 (discipline related) were removed, the mean item score rose to 6.5 out of 9.00, while the removed subgroup yielded a mean of -2.50. This indicates a curricular area of concern which should be programatically remediated.

In general, the responses to this set of items were also good. They indicated areas strength and weakness with implications for program development.

SUMMARY TABLE

Evaluative-Attitudinal Items

Parents	Questions										Totals
	2.1	3.1	5.1	6.1	8.1	9.1	10.1	12.1	13.1	14.1	
01	V	V	V	V	Y	Y	Y	V	V	C	9
02	V	C	V	O	Y	X	Y	C	V	V	6
03	V	V	V	V	Y	Y	Y	V	V	V	10
04	V	V	V	V	Y	Y	X	V	V	V	9
05	V	V	V	V	Y	Y	Y	V	V	V	10
06	V	V	V	V	Y	Y	Y	V	V	V	10
07	V	V	V	V	Y	Y	Y	V	V	V	10
08	V	C	V	V	Y	Y	Y	V	V	V	9
09	V	V	V	V	Y	Y	Y	C	V	V	9
Totals	9	7	9	8	9	8	8	7	9	8	82

V, Y = 1

O, X = 0

Theoretical-Problem Solving Items

Parents	Questions												Totals
	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	11.1	12.1	
01	+	-	0	+	+	-	+	-	+	+	-	+	3
02	+	0	-	0	-	0	-	+	+	+	+	+	3
03	+	-	+	+	+	+	+	+	+	+	+	+	10
04	+	-	-	+	-	-	+	0	0	+	-	+	0
05	+	-	+	+	+	+	+	+	+	+	+	+	10
06	+	+	+	0	+	-	+	-	0	+	+	+	6
07	+	+	+	+	+	+	+	+	+	+	+	+	12
08	+	-	+	+	+	-	+	+	+	+	+	+	8
09	+	0	+	+	+	-	+	0	+	-	+	+	6
Totals	+9	-3	+4	+7	+5	-2	+7	+3	+7	+7	+5	+9	58